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REJOINDER OF MESSRS. CLARK AND GAME

The review of our First Latin, in THE CLASSICAL WEEKLY 11.118-120, pleases us by its praise of several of the features on which we pride ourselves, but it fails to mention what will be especially to inexperienced teachers its chief advantage—the division into lessons which fit into the ordinary school year. It will not be necessary to resort to the Procrustean method which teachers have to adopt with most beginners' books. The text is planned out with "a lesson a day for a year." This is the first point we make in our Introduction and we feel that it should appear in any review of the book.

We do not wish to appear captious in objecting to certain of the criticisms, but surely a beginner in the study of Latin should not be required to stress artificial word order (which in Cicero is based mainly on rhetorical and rhythmical considerations), when one realizes that perhaps only ten per cent of these beginners will ever go on into advanced work, and not two per cent will ever write Latin prose of any pretension to style. There are so many things which must be done during the first year that good common sense must incline us towards stressing only those things which are necessarily urgent. In easy Latin conversation, Petronius and Plautus seemed to us safer models than Cicero or Caesar.

Furthermore, it is dangerous to object to a sentence as not good Latin; the sentence *liber tibi mittetur*, which the reviewer condemns, is Cicero's own expression (Ad Att. 1.13.5).

We have been through the entire corpus of Cicero's letters and philosophical works in our search for unhackneyed material for exercises and illustrations, and we would have appreciated recognition of this labor of many weeks.

Several of the suggestions and corrections are excellent. We are grateful for them, and shall utilize them gladly. We are quite sure, however, that a review by some High School teacher who is doing this kind of teaching would have been more helpful to your readers. This book came out of actual teaching experience, and it is now being used in a number of Schools. The reports which are coming to us establish our claim that the new features do really arouse a keener interest in the subject, and bring other gratifying results. The interest of the pupils is the chief sheet-anchor in the storms which are beating upon the Classics. We have done our best to furnish a text that will make friends for Latin study, and we believe that we have succeeded in doing so. We ask to be judged not so much by our use of "shall" and "will" (though we are still unconvinced by any heresy in that matter), or by any similar subjective criticisms, but by the actual results of the book as taught in class. We wish that your reviewer had applied that test to it.

CHARLES UPSON CLARK,
JOSIAH BETHEA GAME.

PROFESSOR HODGMAN'S REPLY

I cheerfully concede that many beginners' books give too long lessons; First Latin certainly avoids this mistake.

It is difficult enough to teach one type of Latin; therefore, I believe we should teach the one, best type. I regret the authors' expression, "artificial word order," for what we find in the best Latin. They speak of Petronius and Plautus as safer models than Cicero or Caesar; well, then, for the position of possessives, take Petronius, Cena 62—nine instances such as *servus noster*, and not one of the reverse order. Plautus, Menaechmi 281-282 has *parasitum tuum*, followed immediately by *meum parasitum* (emphatic surprise).

Latin commonly brings out the idea of limit of motion, rather than that of personal concern; for this reason I

object to *liber tibi mittetur* as a model sentence for a beginners' book. It is from Cicero, to be sure, but from the correspondence (Ad Att. 1.13.5). "In the letters to Atticus, and other familiar acquaintances, Cicero writes very freely; those addressed to more distant acquaintances are generally cautious and careful in style" (Teuffel-Warr, §187.1). Cicero himself touches on this matter (Ad Fam. 9.21.1). If we are to follow plebeian Latin, we must allow children to use *alterae* as a dative whenever they want to, *persuadeo* and *fungor* with an accusative.

Often before have College teachers been reproved for not understanding the conditions of Secondary work. It so happens that in addition to my College work, I have during the past eleven years regularly taught, one period a day, School classes of the usual High School age. This experience has kept me in closer touch with the problems of Secondary Schools than a College teacher is sometimes supposed to be.

I am glad to learn that the book, within five months after publication, is meeting with success. I praised what seemed to me commendable, and felt equally at liberty to call attention to infelicities. Some criticism is inevitably subjective; when, however, the authors say that my comment on their use of 'shall' and 'will' is subjective criticism, I most emphatically protest. Such sentences as, "Would you like to make a trip?", "Where will you be tomorrow? We shall be in the villa?", "We would have appreciated", and "shall, will, will, shall, shall, shall" in a paradigm, are simply not good English; if it be heresy to maintain that they are not good, I am content to remain an unblushing heretic. If Latin teachers do not guard their own English, the common argument for the value of Latin as an aid to good English ceases to be cogent.

The authors' rejoinder fails to convince me that I should retract anything I said about the infelicities of the book; I am glad to reiterate all that I said about its positive merits.

OHIO STATE UNIVERSITY. ARTHUR WINFRED HODGMAN.

THE NEW YORK CLASSICAL CLUB

The spring meeting of the Forum of The New York Classical Club, which was held in the auditorium of Hunter College on Saturday morning, March 16, was devoted to The Study of Latin as a Foundation for French and Spanish. There was a considerable attendance of teachers of both modern and classical languages. Several messages were read by Mr. Hodges, Chairman of the Forum Committee of the Club, among them a letter in which Dr. William R. Price, Specialist in Modern Languages for The New York State Department of Education, he strongly endorsed the proposition that the study of Latin should precede that of the Romance languages. The speakers were Professor Adolph Cohn, former Head of the Department of Romance Languages in Columbia University, Dr. Lawrence A. Wilkins, Director of Modern Languages in the High Schools of New York City, and Dr. William T. Vlymen, Principal of the Eastern District High School. Professor Cohn and Dr. Vlymen both effectively presented the case for Latin as the language with which, after the vernacular, students should begin their linguistic education. Dr. Wilkins, who had frankly stated his position when asked to be one of the speakers, took what may be called the negative side of the discussion; he spoke especially for the claims of Spanish at the present time, but his preference was for beginning either of the Romance languages before taking up Latin. Not only were the announced addresses interesting, but a brisk discussion was started, in which several took part on both sides, and the Direct Method was not left unmentioned.

A. P. BALL, *Censor*.